

CHAPTER I

INTRODUCTION

A. Background

People around the world need to be able to communicate with each other for many purposes such as for business, social, and academic purposes as a result of globalization. Trade, technology, and knowledge spread from place to place, and a common language is needed in order to maintain and improve the stream of communication.

English, as an international language, plays an increasingly crucial role in daily life in the world. The reason is that the significance of English is recognized by more people who learn the English language as their second language or foreign language.

As in the majority of Asian countries, English in Indonesia is taught at elementary school to university level as a foreign language (EFL) where it becomes a subject to be studied rather than as a living language to speak. The lack of a surrounding community of English speakers increases the challenge for English teachers. This may explain why so many EFL programs and foreign language teaching methods and strategies are developed in order to create and replicate the target language environment.

Related to learning process we can find that there are many students successful and some others are not. Those who are successful or not can be seen from their learning achievement. Having high learning achievement, students are regarded as successful. On the other hand, those who have low achievement are considered as unsuccessful ones.

There are many factors responsible for the achievement of the students. Such as the students themselves, teachers, method, strategy and technique, material, time, school facilities, size of the classroom, and etc.

Teaching English requires some sets of role to support the success of teaching learning process. The sets of the roles include curriculum and material development, using effective or creative technique or method and strategy. Nicholls (2000:21) Teaching strategy refers to the choice and range of teaching methods used for a teaching session; this may include group work, problem solving, discussion or practical work. In any teaching session it is important to use a range of strategies to keep the students motivated and interested.

For many years, lecture method and strategy was the most widely used in many schools. Most schools in Indonesia employ some forms of lecture or teaching methods and strategies to teach students. However the usefulness of other teaching methods and strategies is being widely examined today.

Teaching strategies provide enough flexibility to allow teachers using their creativity in teaching learning process. Therefore, teacher cannot be separated by teaching strategy. Teaching strategies are important in teaching and learning process

and teaching strategy can provide an environment for encourage students' engagement. Furthermore, the effectiveness teaching strategies depend on many factors including teacher's capability (Siwatu, Frazier, Osaghae, & Starker, 2011 in Facela), teachers knowledge on pupils background (Allen, Taleni, & Robertson, 2009 in Facela), teacher's pedagogical content knowledge (Park & Oliver, 2008; Shulman, 1987 in Facela), class size (Gottfredson & DiPietro, 2011 in Facela), and classroom management practice (Daniels, 2009; Hue, 2007; Weitner, 2010 in Facela)

In relation to the teacher, becoming an effective teacher requires ability and special skills. Effective teaching engages students in the teaching learning process and helps them develop critical thinking skills. Effective teaching does not involve presenting exciting lessons or activities to the class, it is a craft learned over time.

Being a good teacher also means being able to maintain relationship with students in a wide variety of activities, classroom management, organization, understanding learning styles, providing engaging activities, and much more. When all of these things come together, they can create a fun and effective learning atmosphere.

The most crucial problem is the English teacher in his or her teaching focuses only on one language skill or component, they do not integrate them. Then, teaching is also still focused on improving students' skills and less in affective and psychomotoric domain. Besides that, nowadays the material based on genre-based approach, the teaching process is generally in the discussion of text generic structure and its linguistic features, not on the students comprehension. As the impact, the

students are still passive after learning English. They are poor in active skills such as speaking. Even they have a lot of vocabularies and know the way to pronounce the words exactly, they still difficult to express them. This phenomenon is out from the language context in communication purpose. And it is commonly found in the English teaching process in the classroom.

Teachers sometimes found many difficulties when facing students with low motivation to learn, the students tend to be passive in the classroom, what to do and what strategy suitable to be applied in the classroom sometimes frustrate the teacher. A good English teacher should have a positive contribution to the students' learning. Besides that, teaching and learning English as Foreign language obviously has different challenge. Keeping the students' motivation is one the most challenging. So, the challenge for English teacher is not only from pedagogic and proficiency, but also their psychological and socio affective of the teacher. And should be able to choose and decide the best methods and strategies to be applied in the classroom in order to support students' learning achievement.

Based on the explanation as previously stated, the researcher was interested to discover teaching strategies that applied by the teacher during teaching and learning activities. This research would be conducted at SMP Al-Azhar Palu. Therefore the researcher considers that it would be an appropriate place as a research location.

Finally, based on the description above, the researcher decided to carry out a research entitled "The effective teachers' strategies in teaching English at SMP Al-Azhar Palu."

B. Problem Statements

In relation to the explanation above, the researcher formulated the problem statements as follows:

1. What are the characteristics of effective English teacher at SMP Al- Azhar based on students' perception?
2. What are the characteristics of an effective English teacher at SMP Al-Azhar Palu based on competences that possessed by the teacher?
3. What teaching strategies are used by the effective teacher in teaching English at SMP Al-Azhar Palu?
4. What are the students perception of English teacher's strategies used at SMP Al-Azhar Palu?

C. Objective of the Research

Referring to the problem statements, the objectives of this research are:

1. To provide information about the characteristic of effective English teacher at SMP Al-Azhar Palu based on students perception.
2. To provide information about the characteristic of an effective English teacher at SMP Al-Azhar Palu based on competences that possessed by the teacher.
3. To know the strategies used by the effective teacher in teaching English at SMP Al-Azhar Palu.

4. To describe the students perception of English teacher's strategies at SMP Al-Azhar Palu.

D. Significance of the Research

It is expected that the findings of the research are great valuable information and contribution to the readers in general and especially to the teachers of English as an input in the English instruction and to reduce and minimize the problem in teaching English.

E. Scope of the Research

This research focused on the characteristics of effective teacher and the strategies of teaching English as a foreign language used by an effective teacher of SMP Al-Azhar Palu.